Education 661 Pre-Intensive Assignment (Webliography)

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“Promoting Effective Parent Involvement in Secondary Education and Transition” The Role of Parents in Dropout Prevention. July 2006.

<http://www.ncset.org>

One the most catastrophic issues plaguing educators and school systems alike across the country are the extremely high rate of dropouts. As a current teacher and counselor in training it is a goal of mine to find ways to help channel and eliminate the apathy of both parents and students alike when pertaining to education.

The article, The Role of Parents in Dropout Prevention discusses many elements but most explicitly it puts into perspective the active not passive role of the parent or guardian in the household. The article states that middle school and high school students who have parents and guardians that are more involved tend to excel more in the following categories: they are stated to make more progress and have better transitional success, they tend to produce better quality work, they also tend to develop more realistic career goals, they graduate at a higher rate, and finally are more likely to move on to institutions of higher learning.

While the article went on to state more things; I want to examine these elements; however, my main focus will be on the “development of realistic career goals” and the part that both the school counselor and the parent play in the student’s overall success. This subject hits home to me because as a counselor in training one of my duties as mandated through the “No Child Left Behind Law” is to help assist students in developing realistic career goals. Throughout my four years at this task; I have been witness to the accuracy of these claims in the article. My students whose parents were typically more educated and encouraged the need to excel in the academic forum are typically more likely to one have a better idea of it is that they aspire to do in the future, and two they are more likely to have these more realistic career ambitions. Thus as the webliography continues I will integrate and critique each of these elements into my research; with the intent of finding which of these elements does he school counselor have the greater influence on in the overall success of the student. When that is found I can better target that element and hopefully make a stronger difference in the futures of the students I counsel.

“The Role of High School Guidance Counselors in Raising Student Achievement” The Indiana Department of Education. Nov. 2006

<http://highschool.ccsso.org>

As my study continues in a study that was conducted by Borders and Drury (1992), they found that one of the biggest influences on student success was the school counselors and the effectiveness of their counseling model. They found in their research that “school counseling interventions had a substantial influence on the student’s overall educational and personal development. Thus we have concluded that the counselor at the high school and middle school level is very important. Moreover, the role is so important that the state of Indiana believes they do not have enough counselors; as well they focus on certain implication tactics to add more effectiveness to the school counselor position. As a counselor in training, in a state that has economic issues and has had to eliminate positions due to the lull in the economic cycle. However, it is important to note that there is no substitute for effective school counseling or effective school counseling comprehensive plans. The article focuses on topics for more effective school counseling in means of deterring students from dropping out of school. Some of the initiatives discussed were; more scheduled time, basically making time count; less down time more structure, also it discussed more Middle School involvement; such as developing a system that targets the warning signs of failure early so that the counselors can begin their intervention plan, they also suggest more collaboration; there exist a need for outside intervention through the aid of summer programs, college visits, and career fairs, and lastly more career education; this gives students the opportunity to explore the workforce of the 21st century. With strong school counseling and meaningful outside collaboration with the community the dropout rate can be reduced significantly.

Scheel, M “Academic Motivation of At-Risk Students in Counseling Prevention Programs” The Counseling Psychologist. (2009), 1147-1178.

<http://tcp.sagepub.com>

In a journal written by Michael Scheel he discusses the correlation between academic motivation and dropping out of school. Yes it would seem that the correlation between those factors would be parallel; however, true there is a deeper underlying meaning. The sample of the study was 20 (person interviewed); and according to the text six themes emerged from the study as pertaining to the dropout rate. Those six themes are as followed: self-efficacy, purpose of school, family influences, relationships at school, counselor influence, and schools structured activities. Now when you take a closer look at each one element you will find that many of them are derivatives of another for instance, when a student has a low self-esteem their relationships in school are going to suffer and they are likely the students that find school to have no purpose.

However, let us take a look at counselor influence, this seems to be a barometer of sort in the development of students both academically and personally; also mentioned was the need for school structured activities, thus you see the counselor usually plays an intricate role in the development of these activities. Moreover, it is important for school counselors to be alert to the warning signs of students, and also counselors must plan meaningful activities for their students.

“Research on School Counseling Effectiveness” California Department of Education

<http://www.cde.ca.gov>

In this study by the California Department of Education, the text suggest many solutions that while it may not expunge the dropout problem; it can hopefully severely minimize its grasp on our young people. The state of California has begun steps to reduce class size, improve or increase standards, have more accountability, and improve teacher preparation. However, the element of which the state believes is the most important pertains to the role of the school counselor, a position that is very influential and important.

The three domains of the counselor are: Academic, Career, and Personal/Social; thus the counselor in a sense is developing the student into their future; however, in CA 29% of the districts do not have counseling programs and thus their schools and the state itself suffers.

“Dropout Prevention and Youth With Disabilities: The Role of Mentors” Pacer Center Champions for Children with Disabilities

<http://www.pacer.org>

As a counselor in training one thing that you see in school today are children from many different backgrounds and also children with many different capabilities. As a counselor I believe you must not only strive to help all but make the dream a reality. When dealing with children with disabilities it is important to note that they don’t need pity they need your help. The entry from Pacer Center, Champions for Children with Disabilities discusses the element of mentorship. In a sense counselors are mentors to the students they serve , thus I believe that when dealing with students with special needs as well as student that don’t have those needs we must remember to be mentors. Mentorship can prevent students from dropping out of school and give them hope for the future.

Reyes, O, Jason, L “An Evaluation of High School Dropout Prevention Programs” Journal of Community Psychology, Volume 19 Issue 3. 221-230.

<http://www3.interscience.wiley.com>

This text serves as a unifier in-that it joins the issues of the counselor, their programs, and their efforts to collaborate and refer to the outside community. The study takes a look at a dropout prevention program in the community and its collaboration with the local school. The sample size is 154 9th graders of predominant Hispanic heritage, they are the experimental group. Moreover, the program to have some positive results in that less children were cutting class, less children were leaving school early, and less children were failing classes all of-which lead to high dropout rates. Thus through a collaborative effort the counseling program was able to refer students to outside agencies in the community and it was able to reduce academic failure.

“School Counseling” Student Support Services

<http://www.ncpublicschools.org>

In this article of information the North Carolina Public School system discusses the need for complete school counseling plans that structure activities for the student body of which they serve. As in the a fore mentioned entries above the basic focus is again on collaboration and effective use of the community resources. It is extremely important for a counselor to utilize the community that he or she is working with; because who better knows the students than the community from which they come. Secondly, for a counselor to be able to change students they must first have a working relation with the community services and community constituents. Only at that point can you truly say a counseling plan is fully implemented.

Eggert, L, Seyi, C, and Nicholas, L “Effects of a School-Based Prevention Program for Potential High School Dropouts and Drug Abusers” Substance Use and Misuse, (1990) Vol. 25 No. 7, 773-801

http://informa healthcare.com

In this article there is made a comparison between the elements of dropping out of school and drug abuse. There was found to be a direct correlation between these two catastrophes. Thus some counseling programs have formed prevention programs that combat both issues. Through my experiences, I have witnessed were these two elements have come together; typically causing much failure and destruction in the students life.

Moreover, school counselors can see these warning signs and structure activities at their institutions to deter students from making these destructive choices.

“Dropout Prevention” National High School Center

<http://www.betterhighschools.org>

We have discussed the importance of the parent and their influences over their children. The parent as understood has a determining factor over whether the student succeeds or doesn’t. We also touched on the fact that outside the parent another big influence on student success are the school counselors. Furthermore, we took that a step further and talked about the collective effort of the counselor, the parents, and the referral process to other outside community and regional resources.

However, it is of much importance to understand were the help lies; however, what is the root cause of the problem. The text of Dropout Prevention discusses some of these factors, factors such as: 71% of students graduate nationwide from high school; what happens to the others? The answer is many of them dropout for the purposes of academic disengagement, poor grades, behavior, and class cutting. Moreover, what can counselors do to re-engage student involvement, so that students don’t feel they are missing out on the streets? These elements are such things that we must explore in order to prevent dropping out.

Wells, D, Miller, M, Clanton, R “School Counselors’ Accuracy in Identifying Adolescents at Risk for Dropping Out”

<http://www.questia.com>

This study discusses the importance of counselors working with teachers to structure activities to decrease the dropout rate. I also believe that if the teachers open their curriculum to the counselors at their schools, a world of new knowledge can be explored. This can be achieved through character education and career education; all of which our students will need to have successful futures. Finally, the school counselor role is of great impotence in society today, because outside the parents it has been proven that school counselors have the greatest influence on student success.

Dropout Prevention Activity

As the facts have shown we have far too many students around the country dropping out of school today. I reside in Pickens County, South Carolina where we have one of the highest dropout rates in the state of South Carolina; and to compound that fact South Carolina has one of the highest dropout rates in the nation. Thus as an educator and future counselor I believe there is a need to structure activities that are meaningful and useful to students, activities that encourage and promote success versus failure. It concerns me when I talk to a student about furthering their education or a future career; and they say “I am going to quit school when I get in the 10th grade, because my brother did and he makes good money”. This judgment and attitude is flawed from its basis; the idea that because the brother makes what the student considers good money that rationalizes the fact that the brother has now become a burden on society if not now, very soon.

Thus the must be a conscious effort to detail to students the life of a high school dropout especially in these hard economic times. At our school the guidance department and myself use a game of sort to help students understand the limitations of being a high school dropout as opposed to being a high school and or college graduate.

Activity:

The students will choose the type lifestyle that they wish to pursue. This includes the type house they want to live in, the type of car they want to drive, the amount of money that they will need for utilities, leisure, and emergency. Most students pick the lavish lifestyle full of expensive homes and cars. However, as the money begins to total the students begin to get a reality check; especially when they believe $20,000 a year is a lot of money but find that their total income needed is $70,000. Furthermore, it states for the most part with some exceptions which educational class these incomes link to. The student who wished to drop out of school now sees that if he/she decides to drop out of school that lifestyle of lavish proportion will not be possible; but rather will only be made possible through a strong education and valuable skills.